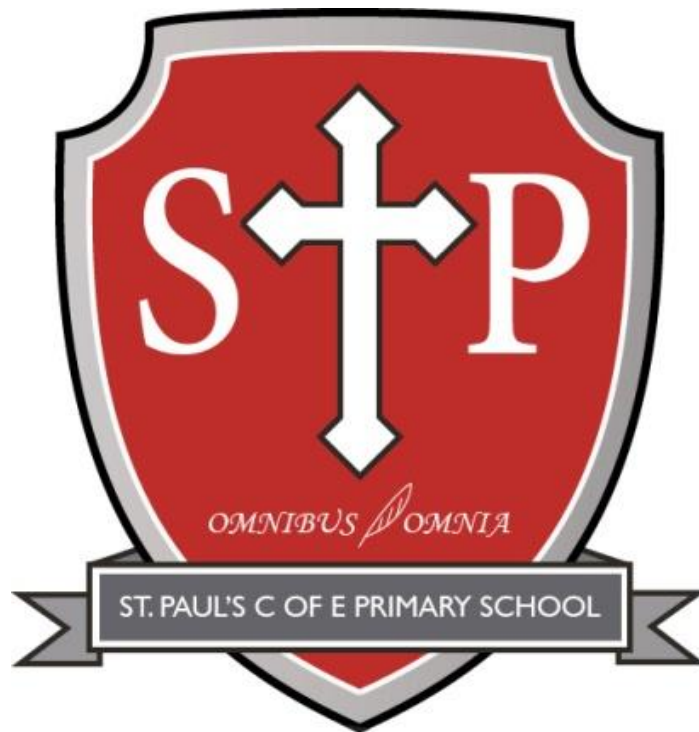


# St Paul's C of E Primary School



## Accessibility Policy

Revised and adopted by the Governing Body February 2025  
**Review Date: February 2028**

## **INTRODUCTION**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", Issued by DfES in July 2002.

### **DEFINITION OF DISABILITY**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

### **KEY OBJECTIVE:**

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in our community for pupils, and prospective pupils, with a disability. St Pauls Primary School was opened in July 1977 and is an Accessible by Design school.

### **PRINCIPLES:**

Compliance with the DDA is consistent with St Paul's aims and equal opportunities policy, and the operation of St Paul's SEN policy. St Paul's recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice Part 16 (2007)

St Pauls recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

St Pauls provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers

to learning and assessment for individuals and groups of pupils.

## **ACTIVITY**

### **EDUCATION & RELATED ACTIVITIES**

St Paul's will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### **PHYSICAL ENVIRONMENT**

St Paul's will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

### **PROVISION OF INFORMATION**

St Paul's will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

### **LINKED POLICIES**

This Plan will contribute to the review and revision of related school policies, e.g.  
School Improvement Plan  
SEN Policy  
Equal Opportunities Policy  
Curriculum Policies

The plan is also available by e-mail, or in an enlarged print version, on request to the head teacher.

The Governors will review this policy every three years.

Date: February 2025

Signed Head Teacher

Chair

